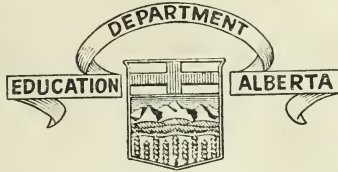


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# CLASSROOM BULLETIN

*on*

# SOCIAL STUDIES



This Bulletin has been prepared for the use of teachers of Social Studies,  
offering information and suggestions re textbooks,  
reference books and procedures.



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## PLEASE NOTE.

"The Classroom Bulletin on Social Studies", which will be published at frequent intervals, is designed to aid teachers and students, particularly those who have not access to adequate library facilities. In the present issue, for example, the following are included: a survey of current events from V-E Day to the present which it is hoped will supplement material to be found in "World Affairs" and "Scholastic"; a discussion of social studies classroom procedures; an article on "Geography for Current Events"; and an outline of the work of the Alberta Post-War Reconstruction Committee and of its subcommittee's report on Education (future Bulletins will summarize the findings of the other subcommittees). The attention of social studies teachers is also directed to the reference pamphlet reviewed on the back cover of this issue.

It is hoped teachers will make full use of the facilities offered by this Bulletin. They may do so by submitting suggestions for future issues regarding topics or procedures which, in their opinion, should have a place in this publication. Ideally, the Bulletin should function as the clearing-house for all materials and ideas that will serve to make social studies in the high school more meaningful and vital.

Communications should be addressed to the Social Studies Bulletin, Department of Education, Edmonton.

Further copies of the Bulletin may be had at 10c per copy from the General Office of the Department of Education.

### **Special Notice to Teachers re the Revised Outline of Social Studies 3 for 1945-46.**

There are two corrections to be made to Unit III, Section A, division 4 (c) (page 50):

- (1) "Economic" for "Economics" in the first line;
- (2) Add "which are still in operation" after "League of Nations Agencies" (See Classroom Bulletin on Social Studies, No. 2, p. 5).

Social Studies 3 teachers are also advised that the next Bulletin will include information on the following divisions of Unit II, Section B: 1 (e) and (f); 2 (d); 3 (f); 4 (d) and (e); 5 (c).

# Classroom Procedures In the Social Studies

## With Special Reference To

### Social Studies 3

Despite our rapidly changing ideas—and ideals—of teaching-methods, it still remains safe to say that the teacher is a highly important factor in the achievement of the objectives set forth in any programme of studies. It is likewise true that optimum learning conditions result where classroom procedures provide for an adequate amount of meaningful activity. However, many of our teachers have come to realize that their efforts to adapt the techniques of the activity-programme to the classroom conditions under which the majority of us must work have not always been successful. These techniques are excellent under ideal conditions of library, equipment, pupil-load and time-allotment, and, indeed, have certain features that may be utilized with benefit under any conditions.

The Social Studies programme, however, has become so important in our present day world that the achievement of its objectives should not be wholly entrusted to any single method of procedure. In the writing and submission of reports the teacher must assure himself that the report is not merely a matter of "lifting" a very readable account of the topic from some prescribed reference or text. Such reports do little to achieve the objectives of the course. We should note, too, that most—if not all—the references found in Social Studies libraries are written for the adult student, and are often quite meaningless to the adolescent boy or girl.

It is not suggested here that the Social Studies period should revert to the old-type lecture wherein the pupil listened, or slept—as fortune favoured him. Nevertheless, to have an adequate understanding of the forces molding current events the high school student must know how to interpret the facts leading up to these events. He must, then, **know** the facts—such knowledge would seem to be basic. He must, too, have guidance in choosing the important facts. This guidance must come from the teacher, who must decide for himself how it can best be given.

So much has been said and written about the evil of "cramming facts" in Social Studies that many of us have gone over to the opposite evil, and now tend to underestimate the very real importance of factual knowledge. At the root of the difficulty lies our failure to draw a few necessary deductions:

- (1) Facts learned for the mere purpose of passing a test are of no value; but facts learned for the solution of a problem are of very real value.
- (2) Facts learned in isolation tend to be meaningless; but facts learned in relation to some specific problem assume a very real significance.

(3) Only such facts should be stressed as will be used—and used repeatedly—in the topic being studied.

(4) A fact is something entirely different from an opinion.

For purpose of illustration let us take an example unit from the Social Studies 3 course:

### **Unit I—International Relationships.**

In the study of this unit, three periods should be given to an understanding of the background of World War I. One of these periods could profitably be spent on the events immediately preceding and following German unification. Material for this unit may be found in "Contemporary Problems" by Bagnall (pp. 12-16), supplemented by reading from "Langsam" or "Benns". Such terms as "nationalism", "economic imperialism", "submerged nationalities", "secret diplomacy", "arbitration", etc., should be carefully explained and copiously illustrated by the teacher.

#### **1. The Peace Settlements, 1919-1920.**

(a) Study carefully Wilson's "fourteen points" which played such an important part in the formulation of the treaties. Make certain that such terms as "idealist", "self-determination", "autonomy", "territorial integrity", "plenipotentiary", etc., are clearly understood. Only by a thorough understanding of these, and similar concepts has the student any hope of avoiding confusion and subsequent discouragement.

(b) Every Social Studies class contains at least a few students who have a genuine interest in history, and here one such student may be chosen to give a short report on the Congress of Vienna, drawing parallels between the peace terms resulting from that peace conference and the Versailles conference of 1919-1920. The body of material collected in this study should be carefully retained and referred to later in the year for reference when we study the peace settlements of 1945-1946.

(c) The chief terms in each of the treaties—more especially those of the treaty of Versailles—should be studied and reviewed frequently until their retention is assured. Without a clear knowledge and understanding of these, no critical analysis of the peace settlements as a whole is possible.

(d) An adequate understanding of the changes in the map of Europe brought about by the peace conference of 1919-1920 may be gained from maps in "McAuliffe", or any of the primary references. A couple of your more artistic students could perform a real service for the class at this point by drawing and posting in the classroom two maps of Europe showing clearly the "before" and "after" resting places of Europe's rambling borders. This assignment, nor, indeed, any assignment, should not savour of punishment, nor mere homework, but should be solicited as a voluntary contribution for the common good.



## 2. The Constitution and Purpose of the League of Nations.

A study of this topic should prove extremely helpful in understanding the problems that will be faced by the conference now pending. Material may be found in "Contemporary Problems" (pp. 31-33). This would be a good point at which to suggest to some of the more enterprising members of your class that one of the primary references dealing totally with the League may be read for credit in the free reading of the English courses. These are "International Relations Since the Peace Treaties", by Carr and "The League: Its Successes and Failures", by Gibberd.

For the major problems dealt with by the League of Nations, "Contemporary Problems" (pp. 41-49) has the material in sufficient detail. Gibberd's book already alluded to, should prove interesting reading for at least a limited number of your students. Note particularly in this topic how the League succeeded where smaller nations were concerned, and failed in solving the problems involving the great powers.

### Further Suggestions.

For the experienced teacher the best guide to continued improvement is a critical analysis of his own teaching experience. For the beginner, however, it is hoped that the following suggestions concerning alternative procedures may prove helpful.

1. The panel-discussion method is of great value in training students in the collection, organization and presentation of material. For a thirty-five minute period organize your panel discussion with not more than five students, one of whom will be the chairman, who can be made responsible for the success of this enterprise. If accommodation is available, allow the chairman and his group to spend a couple of periods away from the classroom in preparation for the discussion.

Direct the group to centre attention upon **one** definite topic. For example: "Was the French occupation of the Ruhr justified?" is a better topic for a panel discussion than a more general topic, such as: "Why did the League fail?"

2. The debate is of limited value in so far as it stresses competition rather than co-operation in student activity, but it has a particular appeal to a certain type of student, and often succeeds in arousing interest where all other methods fail.

3. The open forum may be organized around a single speaker, who may deliver a prepared speech—about ten minutes in length—and be prepared to answer questions from the students. If carefully directed this can prove to be a stimulating activity.

4. The short quiz on some definite topic of the unit may be made to serve the purposes of a review. The questions should be edited by the teacher before presentation to the class.

5. The group report serves a three-fold purpose:

- (a) It gives further training in the organization and presentation of material.

- (b) It serves as a medium for self-expression on the part of the student.
- (c) Most important of all, it teaches the student the value of co-operating in the achievement of a common purpose.

6. Do not be disappointed if careful testing reveals that the above procedures do not result in adequate retention or understanding of the important facts. There are highly important values that the ordinary content test does not pretend to evaluate.

7. One single topic of any unit that is intensively studied and thoroughly understood may do more to achieve the objectives of the course than the entire course covered in a superficial manner.

## FROM V-E TO V-J

### (Current Events, Social Studies 1, 2 and 3)

The "Edmonton Journal" has well pointed out that: "The surrender of Japan marked the end of the most dramatic 125 days in the history of the world. Crammed into that short space were events, both tragic and joyful, that made even the biggest type in newspaper composing rooms seem inadequate." If we take only the most outstanding events of those 125 tremendous days, we still have an imposing list:

- April 12— President Roosevelt died suddenly and was succeeded by President Truman.
- April 29— Mussolini put to death by Italian patriots.
- May 1— Hitler reported dead in the ruins of Berlin.
- May 7— Germany surrendered unconditionally.
- June 26— Delegates from 50 nations to the United Nations Conference on International Organization in San Francisco met in final session and on the sixty-third day of the parley affixed their signatures to the new world charter of the United Nations.
- July 26— Winston Churchill retired as Britain's wartime prime minister after the Labour party's landslide victory.
- July 27— Last effective remnants of the Japanese navy, once the world's third greatest, destroyed in a massive blow at the Kure base.
- August 6— The first atomic bomb dropped on Hiroshima.
- August 14—The Japanese Empire surrendered unconditionally.

The above outline, however, is a mere sketch. It is our purpose in this bulletin to survey more comprehensively the events which make the period from V-E day to V-J day so epoch-making. But to do so, we must subdivide this general topic into the following:

- (a) The last phase of the War in Europe;
- (b) The last phase of the War in the Pacific.

## **(A) The Last Phase of the War in Europe.**

It will be remembered that on May 8th, the 2,075th day of the most destructive, costliest war in history, about twenty-five million men ceased fighting. Germany had collapsed after a series of momentous surrenders. On May 2nd one million Germans in Italy and part of Austria had surrendered unconditionally; on the same day, Moscow announced that Berlin had fallen to the Red Army; on May 3rd, Hamburg had surrendered to British troops without a battle; on May 4th, five hundred thousand German troops in the Netherlands, north-west Germany, Denmark, Helgoland and the Frisian Islands had surrendered unconditionally to Field Marshal Sir Bernard L. Montgomery; on May 5th, between two and four hundred thousand men in western Austria and Bavaria, had given themselves up to General Devers, and on May 6th, European dispatches had reported that German opposition on the fighting fronts continued to crumble, amid rumours that a complete Nazi surrender was imminent. The next day saw Col. Gen. Gustav Jodl, new Chief of Staff of the German Army, declare in a half-choked voice after signing the four documents of unconditional surrender: "With this signature, the German people and armed forces are for better or worse delivered into the victors' hands. In this war, which has lasted more than five years, both have achieved and suffered more than perhaps any other people in the world."

### **Problem of Reconstruction**

However, from several points of view, it has seemed that the unconditional surrender of Germany marked just the beginning of the United Nations' problems. Back in 1935, Hitler said, "Whoever lights the torch of war in Europe can wish for nothing but chaos." The terrible truth of this comment oppresses Europe, and particularly Germany to-day. Hitler has truly bequeathed to the world a wasteland. Since the message of National Socialism has proved empty as well as repulsive, Germany is a political desert. The war, moreover, has violently wrenched and partially destroyed the foundations of its economy. Desolation spreads out from Germany over the whole of Europe, through destroyed cities and hungry populations. The end of the war forces on the United Nations the difficult problem of reconstructing a peaceful and prosperous civilization on a chaotic continent.

### **Problem of Boundaries and Zones**

Thus the questions of boundaries, zones and spheres of influence has been much to the fore in the last few months. At the Crimea Conference last February, President Roosevelt succeeded in securing the adoption of a plan for tripartite intervention by the great powers in liberated or former Axis satellite nations. Last June 5th, the first meeting of the Allied Control Council for Germany was held in Berlin; and the United States, Britain, Russia and France, proclaimed their assumption of the government of the Reich. It was explained, however, that the action did not mean the annexation of Germany. The Reich was thus returned at once to the boundaries of December

31, 1937, that is, before the annexation of Austria. But permanent frontiers were left indefinite. Occupation areas were listed loosely as a north-western zone for Britain, a south-western zone for the United States, an eastern zone for Russia, and a western zone for France. The four commanders-in-chief who attended the meeting—General Dwight D. Eisenhower, Field Marshal Bernard L. Montgomery, Marshal Gregory Zhukov and General Jean de Lattre de Tassigny—exercise supreme authority under their governments. Greater Berlin, incidentally, is under an Inter-Allied Governing Authority operating under the Control Council.

## **The Potsdam Declaration**

The Potsdam Declaration issued on August 2nd, at the close of what history is to know as the Berlin Conference, dealt further with the boundary and zone questions among other problems. Its central theme, though, was the liquidation of Germany's military power and its industrial potentialities to wage war in the future. Germany was not broken up into three or four states, as had been proposed earlier by some Allied commentators. The Big Three agreed that in the four zones of occupation (British, American, Russian and French) uniform treatment shall be accorded to the German population "so far as practicable", and that during the period of occupation Germany will be treated as a single economic unit. The unification of the Allies' policy toward Germany, which was urgently needed, was thus provided for.

## **Territorial Division**

But German territory does not remain intact. It is in reality split into two areas—the area east of the Oder, which is to be divided between Russia and Poland, "pending final determination" of their respective western frontiers; and the area west of the Oder divided into the four Allied zones of occupation. Most of East Prussia, cradle of Prussian militarism, including the city of Königsberg, is assigned to Russia, the port of Danzig (a bone of contention between Germany and Poland during the inter-war years), and Silesia, rich in coal and industrial installations, is assigned to Poland—in compensation for Eastern Poland, taken by Russia in 1939. This territorial exchange had been approved, in principle, at the Yalta Conference. In spite of France's often proclaimed desire for the Rhineland, no territorial concessions in the west were envisaged in the Potsdam declaration.

## **Transfer of German Populations**

The Declaration also provided for the transfer of German populations, not only in Poland but also in Hungary and Czechoslovakia (which remembers all too vividly the problem created by the presence of three and a half million Sudeten Germans within its borders). This transfer, which will forestall agitation by German minority groups for reunion with the Reich, was already under way. The Big Three, however, agreed that any transfers which do take place "should be effected in an orderly and humane manner", and they



requested the governments of Germany's three eastern neighbours to suspend further expulsions until they have had time to examine the reports of their representatives on the Allied Control Council concerning the time and rate at which "further transfers could be carried out, having regard to the present situation in Germany".

### **The German Economy.**

All production of items "directly necessary to a war economy" are to be "rigidly controlled and restricted to Germany's approved post-war peace-time needs". Productive capacity not needed for permitted production is to be removed or destroyed. Production of arms, ammunition and implements of war are to be prohibited and prevented. Finally, in view of the monopolistic, far-reaching control exercised by certain German industries through cartels and other arrangements, it was provided that the German economy will be decentralized, and "primary emphasis shall be given to the development of agriculture and peaceful domestic industries." It might also be noted that Germany's territorial losses and the transfer to the Reich of German populations estimated at between 10 and 15 millions are bound to have serious repercussions on the German economy.

### **The Collection of Reparations.**

For the collection of reparations, Germany is again divided into two areas. Russia is free to remove food, machinery, tools and so on from the areas it occupies, with the provision that out of its share it is to settle Poland's claims to reparations. The claims of the United States, Britain and other countries "entitled to reparations" (including, presumably, France) are to be met from the zones occupied by the Western powers and from Germany's assets abroad. Russia, already rich in gold, makes no claim to gold captured by the Allies in German; but is awarded 25 per cent of reparations from the western zone. Of this share 15 per cent is to be collected from the metallurgical, chemical and machine manufacturing industries "unnecessary for the German peace economy", is to be exchanged for an equivalent value of food, coal, potash, timber, petroleum and so on from the Russian occupied zone; and 10 per cent is to be transferred to Russia on account of reparations without payment or exchange of any kind. In addition, Russia has secured complete control of German external assets in Finland, Bulgaria, Hungary, Rumania and Eastern Austria, plus an unannounced portion of those elsewhere.

### **The Council of Foreign Ministers.**

Lastly, to provide for future agreements with respect to European affairs, it was provided at the Berlin Conference that negotiations will be conducted by a Council of Foreign Ministers with headquarters in London. This Council will have as its first task the drawing up of peace treaties with other ex-enemy countries, Italy, Rumania, Hungary and Bulgaria.

From all this it will be seen that settlement of boundaries and spheres of influence are either far from completed or have not been announced. But there is little doubt that the Russian sphere of

influence will include a number of the smaller countries whose boundaries touch the frontiers of the Soviet Union. Meanwhile, the British sphere of influence will probably include countries with Mediterranean coastlines.

### Summary.

1. The German collapse on May 7th, raised immediately the problems of European reconstruction and of boundaries as well as zones of military occupation.

2. On June 5th, occupation areas west of the Oder were listed by the Allied Control Council for Germany as follows:

- (a) North-western zone—Great Britain.
- (b) South-western zone—United States.
- (c) Eastern zone—Russia.
- (d) Western zone—France.

3. The Potsdam Declaration of August 2nd, decided the following matters:

(a) Liquidation of Germany's military power and war industry:

- (1) Military equipment must not be manufactured;
- (2) Items needed for a war economy to be controlled by Germany's peace-time needs;
- (3) Elimination of cartels, syndicates and trusts.

(b) Germany to remain a single economic unit in which emphasis will be given to agriculture and peaceful domestic industries.

(c) German minority groups to be transferred back to the Reich.

(d) Germany to lose the following territory:

- (1) Most of East Prussia to Russia.
- (2) The port of Danzig and Silesia to Poland.

(e) Reparations to be collected as follows:

- (1) Russia may take from its zone of occupation all it may choose. Part of this, however, goes to Poland.
- (2) Russia receives 25 per cent of reparations from the western zone. Of this 15 per cent is to be exchanged for certain commodities from the Russian occupied zone.
- (3) The other Allies receive all remaining wealth in their own zones of occupation, part of German external assets outside the Russian sphere, plus full control of about 2,000,000,000 in gold captured by American forces in Western Germany last April.

(f) A Council of Foreign Ministers in London to be set up.

## (B) The Last Phase of the War in the Pacific.

With Japan's acceptance of unconditional surrender on August 14th, the Second World War passed into history. It was only after the most serious indecision that the Japanese government recognized the inevitability of defeat. Behind the veil of secrecy that separates Japan from the rest of the world, an intense political struggle apparently went on between those leaders who considered it necessary to yield, and others who wished to continue the war, or, at least, to avoid unconditional surrender. The main factors responsible for the crisis were the use of the atomic bomb by the United States and the entrance of Soviet forces into Manchuria and Korea, where they made rapid advances in a brief period of operations. These two events were decisive for Japan's military situation, which was already precarious because (1) they opened up the Japanese homeland to the possibility of early invasion, while (2) immediately undermining the Japanese position on the continent of Asia. Thus to the amazement of the world the Japanese Empire fell before the force of the United Nations even more suddenly than the rise of Nipponese conquest after Pearl Harbor.

### Outline of the Pacific War.

At this point we should briefly survey the course of the Pacific War from December 7th, 1941, to that day late in May, 1945, when Radio Tokyo announced that: "The honorable teahouse in the honorable garden of the Imperial Palace and the honorable grounds of the Akasaka detached palace were destroyed."

Japanese aggression continued virtually unchecked for eight months after the attacks on Pearl Harbor, Thailand, Malaya and Hong Kong, December 7th, 1941. Overpowering weak garrisons, the Japanese added one conquest after another until they had engulfed the Philippines, south-east Asia, the Dutch East Indies, New Guinea, the Solomons and other strategic islands. As a result of these advances, the Japanese by mid-1942 provided a serious threat to Australia in the south and a lesser threat to Alaska in the north. While the Allies massed strength to begin a "road back" offensive from island to island, as many reserves as could be spared were rushed to Australia and nearby islands. The objective was to block any further advances and keep open the supply line from the United States to Australia. It should also be noted in this connection that Australia's contribution to the final Pacific victory has been called "miraculous" for 7,000,000 people.

It was not until August, 1942, that the first American offensive land operation—pitifully weak, by later standards—could be launched on Guadalcanal and Tulagi in the Solomon Islands. Then followed the slow but sure battles on both land and sea which eventually spelled doom for Japan even before the use of the atomic bomb. In 1942 the three-day battle of Guadalcanal gave the Americans a decisive naval victory. Meanwhile the British re-entered Burma, from which they had been driven earlier in the year, and the Australians won successes in New Guinea, including the successful defense of Port Moresby.

The year 1943 saw great successes in Papua, Guadalcanal, the naval battle of Bismarck Sea, New Georgia, Bougainville, Tarawa, Makin and, of course, New Guinea. Yet the task of ever reaching Tokyo seemed impossible. Japanese fanatical resistance, including notorious "Banzai" charges and cave-blasting operations, was no small matter in the process of "island-hopping".

In 1944 the sphere of Allied operations widened to include Kwajalein, the Marshalls, the Admiralty Islands, the Marianas, the Palaus, the Halmaheras and finally the Philippines. At the same time British and Australians won decisive battles in Burma and New Guinea, while the gallant Chinese continued a slow, though fairly successful, resistance to the Japanese.

However, 1945 proved to be the climax of this long tortuous struggle. The Philippines were completely liberated, the Ledo-Burma road was opened, Rangoon and Akyab fell, but, most important of all, the fierce and terrible battles of Iwo Jima and Okinawa brought the United States forces dangerously close to the Japanese home islands. Late in May, Super-fortresses devastated Tokyo in two-day fire-bomb raids and in July, American naval units shelled the entrance to Tokyo Bay.

### **The Potsdam Proclamation to Japan.**

It was at this juncture that on July 26th, a proclamation to the Japanese people was issued from Potsdam by President Truman, Mr. Churchill, and General Chiang Kai-Shek. It began by warning them that prodigious forces were now poised to strike the final blows on Japan, which would result in the complete destruction of the Japanese armed forces and the utter devastation of the homeland. It then went on:—

"4. The time has come for Japan to decide whether she will continue to be controlled by those self-willed militaristic advisers whose unintelligent calculations have brought the Empire of Japan to the threshold of annihilation, or whether she will follow the path of reason.

"5. The following are our terms:—We will not deviate from them. There are no alternatives. We shall brook no delay:

"6. There must be eliminated for all time the authority and influence of those who have deceived and misled the people of Japan into embarking on world conquest, for we insist that a new order of peace, security, and justice will be impossible until irresponsible militarism is driven from the world.

"7. Until such a new order is established and until there is convincing proof that Japan's war-making power is destroyed, points in Japanese territory designated by the allies, shall be occupied to secure the achievements of the basic objectives we are here setting forth.

"8. The terms of the Cairo declaration shall be carried out and Japanese sovereignty shall be limited to the islands of Honshu, Hokkaido, Kyushu, Shikoku, and such minor islands as we determine.



"9. The Japanese military forces, after being completely disarmed, shall be permitted to return to their homes with the opportunity of leading peaceful and productive lives.

"10. We do not intend that the Japanese shall be enslaved as a race nor destroyed as a nation, but stern justice will be meted out to all war criminals, including those who have visited cruelties upon our prisoners. The Japanese Government shall remove all obstacles to the revival and strengthening of democratic tendencies among the Japanese people. Freedom of speech, of religion, and of thought, as well as respect for fundamental human rights, shall be established.

"11. Japan shall be permitted to maintain such industries as will sustain her economy and allow the exaction of just reparations in kind, but not those industries which will enable her to re-arm for war. To this end access to, as distinguished from control of, raw materials shall be permitted. Eventual Japanese participation in world trade relations shall be permitted.

"12. The occupying forces of the allies shall be withdrawn from Japan as soon as these objectives have been accomplished and there has been established, in accordance with the freely expressed will of the Japanese people, a peacefully inclined and responsible government.

"13. We call upon the Government of Japan to proclaim now, the unconditional surrender of all the Japanese armed forces and to provide proper and adequate assurances of their good faith in such action. The alternative for Japan is complete and utter destruction".

### **The Atomic Bomb.**

If the Japanese Government had known the full meaning of the last sentence of the declaration, they would not have contemptuously replied that "Stalin's name was conspicuous by its absence from the proclamation which is merely an expansion of the Cairo declaration". This ignoring of the Potsdam warning met the following reply from President Truman: "Sixteen hours ago (August 6) an American airplane dropped one bomb on Hiroshima, an important Japanese army base. That bomb had more power than 20,000 tons of TNT. . . . It is an atomic bomb. It is a harnessing of the basic power of the universe. . . . What has been done is the greatest achievement of organized science in history. . . . We are now prepared to obliterate more rapidly and completely, every productive enterprise the Japanese have above the ground. . . . If they do not accept our terms, they may expect a rain of ruin from the air, the like of which has never been seen on this earth . . ."

But the atomic bomb was far more than a means of shaping the war record of 1945. It represented, and still represents, a brutal challenge to the world to keep the peace. The scientists have created, and have successfully applied, a weapon which may wipe out with a few strokes any nation's power to resist an enemy. President Truman might well say: "I realize the tragic significance of the atomic bomb.

"Its production and its use were not lightly undertaken by this Government. But we knew that our enemies were on the search for it. We know now how close they were to finding it. And we knew the disaster which would come to this nation, and to all peaceful nations, to all civilizations, if they had found it first.

"That is why we felt compelled to undertake the long and uncertain and costly labor of discovery and production. We won the race of discovery . . .

"The atomic bomb is too dangerous to be loose in a lawless world. That is why Great Britain, Canada and the United States, who have the secret of its production, do not intend to reveal that secret until means have been found to control the bomb so as to protect ourselves and the rest of the world from the danger of total destruction . . .

"We must constitute ourselves trustees of this new force—to prevent its misuse, and turn it into the channels of services to mankind.

"It is an awful responsibility which has come to us.

"We thank God that it has come to us, instead of our enemies; and we pray that He may guide us to use it in His ways and for His purposes."

### **The Japanese Attempt to Quibble.**

With the additional atomic bombing of Nagasaki and Russia's declaration of war on Japan on August 8th, the Japanese militarist Government found itself in a plight which it richly deserved. On August 10th, in a note to the Big Four, Japan offered to accept the Potsdam ultimatum "with the understanding that the said declaration does not comprise any demand which prejudices the prerogatives of His Majesty as a sovereign ruler." This provision was immediately interpreted in some quarters as being no more than a request that the Emperor be retained, and the view developed that, if the Japanese felt so deeply about their Emperor, the Allies should not risk lengthening the war by insisting that he lose his throne. Before long, however, it was realized that "the prerogatives of His Majesty as a sovereign ruler" are identical with the powers of the Throne under Japan's autocratic constitution and that Allied acceptance of this formula would seriously affect the completeness of victory.

The Japanese constitution characterizes the Emperor as being "sacred and inviolable, and his prerogatives include, among other powers, the right to deal with the most important matters of state by special ordinance without genuinely consulting the Japanese parliament; to be in supreme command of the Army and Navy; to declare war, make peace and conclude treaties; and to sanction laws and order them to be promulgated and executed. It is true that the Emperor exercises his powers on the advice of the men around him, rather than on his own initiative, but this does not make his powers any the less far-reaching.

Naturally, even if the Big Four had agreed to the Japanese proposal, Japan would not be allowed to maintain an army or navy or to exercise freedom of action under Allied action. It may be assumed that the Japanese Government was aware of these facts. But those in power probably hoped to win two objectives, if Allied assent had been given—(1) to secure Allied aid in maintaining their grip on their own people; and (2) to establish a potential argument against Allied controls at a later date. If conditions should at some time permit, they could have used the phrase about prerogatives in arguing that particular measures of control constituted a violation of the Allied pledge to respect the Emperor's rights.

This trap was avoided through a note of August 11th which Secretary of State Byrnes issued on behalf of the Big Four. According to the text, the Emperor's authority was to "be subject to the Supreme Commander of the Allied Powers, who will take such steps as he deems proper to effectuate the surrender terms". The Emperor was to serve as an instrument of the Supreme Commander, while "the ultimate form of government of Japan" was to rest on "the freely expressed will of the Japanese people". In this way the Big Four indicated their intention to make use of the Emperor to carry out and implement the surrender of the Japanese forces, but refused to make any long-term pledges. As in the case of the Potsdam ultimatum, the formula left many issues unsettled, for example, whether or not the Allies would actively encourage the Japanese people to establish a non-imperial form of government. But the immediate effect of the Byrnes' note was to get the Big Four safely over the hurdle which the Japanese had rather shrewdly placed in their path when offering to surrender.

## **The End of the Second World War.**

Thus on August 14th the Japanese Empire surrendered unconditionally and on August 28th Allied troops began to occupy the Japanese home islands. One of the most interesting aspects of current events this coming year will be to watch the progress and success of this occupation of the Japanese "sacred" soil.

## **Summary of the Potsdam Declaration to Japan.**

- (a) Issued by Great Britain, the United States and China on July 26th last.
- (b) Requires that:
  - (1) the Japanese militarist group be removed.
  - (2) Japanese sovereignty shall be limited to the home islands.
  - (3) these islands are to be occupied by Allied forces until all objectives have been achieved, including a peacefully inclined government, freely established by the Japanese people.
  - (4) all Japanese forces are to be disarmed.

- (5) the Japanese are not to be destroyed as a race or as a nation.
- (6) Japanese war criminals shall be punished.
- (7) Japan shall not retain industries which will enable her to re-arm for war.
- (8) Japan may, however, have industries necessary to sustain her economy.
- (9) Japan may for this purpose have access to, but not control of, sources of raw materials.

### **The Alberta Post-War Reconstruction Committee.**

In 1943 the Legislative Assembly of our province passed the Post-War Reconstruction Act to enable the Government to deal effectively with the economic, social and educational problems that would either arise or be made more acute when hostilities ceased. The Post-War Reconstruction Committee was, therefore, established and was divided into subcommittees to study the following Alberta affairs: agriculture, lands and soldier settlement; education and vocational training; finance; industry; natural resources; public works; and social welfare. The reports of these subcommittees were fortunately printed a short time (March, 1945) in advance of the rapid close of hostilities throughout the world. Thus their findings are of first-rate importance to us, as we are already living in the post-war period, many problems of which are rapidly beginning to appear.

Before going further it should be noted that the organization of the Committee as now established is as follows:

Hon. A. J. Hooke, Chairman (also chairman of subcommittee on Finance);

Hon. N. E. Tanner, Deputy Chairman;

Hon. C. E. Gerhart (Chairman of subcommittee on Industry);

Mrs. C. R. Wood (Chairman of subcommittee on Social Welfare);

Dr. Robert Newton (Chairman of subcommittee on Education);

Frank Laut (Chairman of subcommittee on Agriculture);

E. J. Martin (Chairman of subcommittee on Public Works);

Fred Anderson (Chairman of subcommittee on Natural Resources);

Harold E. Tanner (Representative of all ex-Servicemen's organizations, member of all subcommittees).

Mention should also be made of the fact that beginning in October, 1944, steps were taken to organize a province-wide survey of household, farm, business, industrial and municipal programmes, for the post-war period, and a Survey Management Committee was established to carry out the project. The initial survey was made among householders, farmers and businessmen. As the findings are made known, they will be given to industrialists and local governing bodies for examination in the hope that the facts revealed will help these groups in the revision of their post-war programmes.



Of this survey the Committee reports the belief that "it was the most extensive and embracing of its type attempted anywhere," and "suggests that the democratic features of this province-wide participation of the people themselves in the task of framing a provincial post-war programme, be not disregarded. A people capable of dissolving their local differences and of working wholeheartedly for a common social objective are the makers of free nations; and the principle of democratic government involved in this going to the people for advice and assistance, is one which should never again be shelved."

Each subcommittee report is prefaced by a general statement of principles to which the General Committee states that it adhered throughout the investigations. In this "Approach to the Problem", as it is called in the Report, terms are first defined. "Reconstruction", the Committee claims, is "the rebuilding of that which is torn down". But "the Committee is not convinced that all features of the old order are deserving of the scrap heap". Instead it suggests: "that vital elements of the old order have been suppressed and mismanaged and its principles betrayed. The results of that betrayal are the chaotic conditions of modern times. These are the materials awaiting reconstruction."

To summarize its position, then, the Committee states: "In Canada, the various Governments have more or less tacitly agreed that Reconstruction shall be concerned primarily with things; Rehabilitation shall be concerned with the refitting of persons into the normal pattern of life; and Re-establishment, the actual work of setting persons on their feet on their return from military life."

However, the Committee declares, in summing up its "Approach to the Problem", that "Reconstruction, Rehabilitation and Re-establishment, while all differing in some respect, are nevertheless integral parts of one major problem. That problem . . . is the rebuilding of a Social Order which has been torn down. Some definition of "Social Order", and the participation of persons and governments therein, at this time becomes necessary."

This latter problem is covered in three divisions: (1) Organization of Society; (2) Person and Family; (3) Policy and Philosophy.

But first the Committee points out that man is a creator. "The progress of human society", it says, "is best measured by the extent of its creative ability." Yet "the tragedy of our time is that man, the creator, is using his creations for his own destruction. But peace, security, liberty and abundance are his reward. War, insecurity, lack of freedom and scarcity are his punishment. Humanity has somehow got at cross purposes with itself and, lacking cohesion, is falling apart, with results disastrous to all." With the example of the United Nations in the Second World War in mind the Committee draws the conclusion: "It is obvious that if all people were associated for one purpose, and that the personal good of each and all, man the creator would cease to be a self-destroyer, and would indeed become a reconstructor."

Describing the Organization of Society the report declares "that the true function of a democratic society is to make it easier for each person in it to reach his objectives and achieve happiness. It is essentially a part of the Christian concept of society—this form of social organization we term democracy—in which the importance of the person is stressed above the importance of the institution."

"The Christian concept invests the individual with a dignity totally lacking in the pagan concept. It recognizes the God-like qualities in man, whereas the pagan concept denies them, and in truth, relegates man to the ant-hill. Because free-will in the individual is a natural gift, the Christian concept recognizes his natural right to think, act and live in freedom. The dignity of the individual is the well-spring of his rights, but inherent in it is the obligation to recognize and respect a corresponding dignity and corresponding rights in his fellowmen. De-christianized man, lacking dignity and the recognition of his rights, is denied the free expression of his natural gifts and is, in fact and in consequence, a slave to some dominating influence."

Discussing Person and Family the Committee says, "It is natural for man to associate with his fellows and the basic natural association is that of the family. In the family, we have the pattern and foundation of society itself. Truly has the family been described as the cradle of the nation."

"In this primary association of person which is the family, the individual finds a vehicle for the expression of his personality and the use of his natural gifts. And one of the most vital elements of human personality brought into play by the fact of family life, is that of possession—the urge to control property. Thus the home is created as property of the individuals comprising the family. Thus, the tools of the workers therein become the property of those who use them to create and acquire more property. Thus, the fruits of their labor become their property.

"This urge to possess property is natural and is part of the expression of freedom. Man feels most free on the inside when he owns something on the outside on which he can place the imprint of his personality."

Near the end of this discussion it is declared that "from the primary social organization—the family—has evolved social organization as we have it today; a great aggregation of societies, some natural, some "accidental" in the sense that they are auxiliary associations, and some wholly unnatural.

"Obviously, if reconstruction is to have any meaning, it must be initiated on the basic understanding that the person and the family are the first beneficiaries of the rebuilding process. This, of necessity, must be a matter of policy. The philosophy underlying that policy is the Christian philosophy of freedom, rather than the pagan philosophy of force."

The Committee's report devotes considerable space to Policy and Philosophy. By way of preliminary explanation the Committee states that: "Every policy has an underlying philosophy. The

philosophy of freedom generates a policy of democratic control. That is to say, the representatives of any association organized in harmony with the Christian concept shall not formulate the policies of the group, nor impose them in contravention of the wishes of the individuals comprising it. The philosophy of force generates a policy of totalitarian control. The rulers of the association, in response to their own philosophy, not only determine policy, but impose it upon those comprising the group."

Three factors, however, enter into the play of social forces in a democratic society: policy, administration and sanctions. "Policy is determined by the group as a group. Administration is carried out by elected individuals from the group; and Sanctions can be applied by the administration in the name of the group—i.e. by the enforcement of law, the rules of conduct, or by members themselves, who utilize the mechanics of elections to return or retire the administrators."

After briefly describing the difficulties into which political and economic systems have fallen in modern times the Report says that: "The conclusion to be drawn is simple: it is that if the social order is to be reconstructed, then reorganization must proceed from the individual, through the family and the simple social group, along two parallel paths. These will lead unerringly to political and economic democracy, which spell the fullest freedom and security compatible with the rights of each individual in the group.

"Institutions, whether in the political or the economic sphere must be regarded as less important than persons. For this reason, it is evident that the application of policies at variance with those expressed or implied by the members-in-association, whether in the economic or administrative sphere, must be regarded as a negation of the democratic principles outlined.

"A democratic government will endeavour to right such wrongs as spring from the application of undemocratic policies, whether they appear within the framework of government itself, or within the economic system they are empowered to direct and control.

"Obviously, the purpose of the political system is to provide a medium through which the people can present their coherent demands in the expectation that they will be filled, at the same time as they use the instrument of their power-in-association to help their representatives do the job. Equally as obvious is the fact that only an enlightened and responsible people can thus assist in the vital functions of democracy."

In discussing Government, the Committee, by means of a quotation from Edmund Burke, declares "that the only true function of Government is to make it easier for every man to obtain his wants, while respecting the rights of others." These wants are **freedom and security**.

**"Freedom is the power to choose or refuse. Man is free when his judgement precedes his choice.**

**"Security is the very essence of freedom. It is a secure sufficiency of things desired.**

"Given freedom in the social and economic spheres, man the creator conceivably can apply his intellect to those cultural pursuits he desires and not only achieve happiness for himself, but by adding to the common heritage of culture, make happiness easier of access for generations of the future.

"Insecurity, more than any other material factor, is the prime cause of unhappiness in modern democracies. Yet as long ago as the Thirteenth Century it was acknowledged by a great thinker that "A certain amount of comfort is necessary to the practice of virtue". That was an age of scarcity, when hand tools and back-breaking toil were the chief implements of industry. In modern times, with labour-saving machines and the discoveries of science that "certain amount of comfort" is still denied the many."

To sum up, the Committee defines the Function of Government:

"Government, responding to the expressed desires of the people, must act in both the political and the economic spheres to ensure that humanity retraces its most progressive pathways. Government must quench the fires of economic civil war which rage within the society it governs.

"In carrying out its natural function, government cannot rightfully step outside the limits of its proper field of activity. In seeking to establish social justice, it must look beyond mere palliative methods of redistribution as the sole means of changing conditions at variance with the democratic ideal.

"In its function as the guardian of individual liberty, government must not filch that liberty as the price of a rightful security. Nor must government become obsessed with the belief that by speeding the process of centralization can a multitude of problems be better solved. Rather must government seek to break down problems into their essential elements, and distribute its own administrative machinery so that localized attention can be devoted to localized ills. In short democracy functions best on a basis of decentralization, and this fact must be recognized by government.

**"Reconstruction demands a process of social engineering, and social engineers will bear in mind that social power lies in the unity of the people. They will recognize that social power bears certain characteristics similar to solar power. It must be properly generated, properly transmitted, properly applied. And like all engineers, they will recognize that the longer the line of transmission, the greater the loss of power. Government, therefore, will remain close to the source of power. Democracy means government on the spot. Totalitarianism means government by remote control."**



## Report of the Subcommittee on Education

### Unit V, Social Studies 1 (Provincial and Community Problems)

### Unit IX, Social Studies 2 (Provincial and Community Problems)

N.B.—Copies of this Report are being sent out with the Social Studies Bulletin. Further copies may be had free of charge from the Department of Economic Affairs.

First a note should be made concerning the membership of the Subcommittee. Dr. Robert Newton, who acted as chairman, is President of the University of Alberta. The other members were: Dr. G. Fred McNally (Deputy Minister of Education), F. G. Buchanan, G. M. Cormie, and Mrs. C. R. Wood. This Subcommittee on Education was assigned the general duty of enquiring into the functions, organization, and machinery of education and vocational training in Alberta, and of recommending such measures as seem to be required to adapt, improve, or expand the system in whole or in part, to meet the expected needs of the post-war period.

Specifically, the Subcommittee was asked to inquire into the following matters:

1. Rehabilitation of ex-service men and women, or men and women discharged from war industries, with special reference to Dominion Government provisions for this purpose and their integration with Provincial Government plans, including:

(a) Provision for completion of interrupted education;

(b) Retraining persons unfitted by the war for their previous vocations, or whose vocations have disappeared;

(c) Vocational training of persons not previously trained for occupations available in the post-war period, or who require refresher courses.

2. Educational needs of the Province as shown by a survey of:

(a) The selection and training of teachers, the salaries paid them, and other factors affecting the attractiveness, efficiency, and stability of the teaching profession;

(b) The need for scholarships to insure in general the education of all youth in accordance with aptitudes, and in particular the training of promising teacher material;

(c) School buildings and equipment in the light of modern knowledge and social as well as purely educational uses;

(d) Problems in the transportation and housing of pupils arising from consolidation of schools into larger, more efficient units;

(e) The need for, and functions of special schools, such as community schools and technical or vocational schools (including agriculture);

(f) Home and School Associations, or other methods of securing the interest of the adult population in their local schools and insuring co-operation between parents and teachers;

(g) Adult education in general, as an integral part of the educational system and an instrument of progressive citizenship.

3. The organization and functions of Provincial institutions, existent or projected, in the educational system, including:

(a) The University of Alberta and the Normal Schools;

(b) The Institute of Technology and Art;

(c) Libraries;

(d) Provincial archives and museum.

4. The financial outlay required to carry out any measures recommended by the Subcommittee.

5. The division of financial and other responsibility between the Dominion, the Province and the Districts.

In all the Subcommittee makes thirty-four recommendations while dealing with the following topics: Education and Vocational Training, Rehabilitation, Educational Needs of the Province, Proposed Statutory Minimum Salary Schedule for Alberta Schools, Provincial Institutions, Financial Requirements and Financial Responsibilities. We shall follow this order in summarizing their findings.

## 1. Rehabilitation

The Subcommittee points out that the Dominion Post-Discharge Re-establishment Order compares favorably with similar measures in other parts of the British Commonwealth and the United States. "On the other hand, the Order makes no provision for assisting the Province with the costs of university education or training for these persons, beyond the part of the cost covered by the usual fees. Since University students' fees cover only part of the cost of their education, the Provincial Government must be prepared to absorb the balance by increased grants to the University on behalf of these extra students."

In addition there is the Vocational Training Co-ordination Act of 1942 which provides a way of retraining young persons discharged from war industries, or otherwise thrown out of employment by the cessation of wartime activities. As this is really a continuation of the Youth Training scheme, by which the Dominion and the Province, during the later years of the great depression, shared equally the costs of providing vocational training for unemployed young people, the Subcommittee recommends:

(1) That the Province mobilize all available educational facilities to deal as effectively as possible, in co-operation with the Dominion and with local school authorities and community organizations, with the problem of fitting men and women discharged from the armed

forces and from war industries, and who may require further education, training or retraining, for useful and satisfactory places in the life of the community.

## **2. Educational Needs of the Province.**

This subject is the very heart of the Subcommittee's report. Here we have graphically sketched for us many unsatisfactory conditions in the province having to do with these topics: the selection and training of teachers, the professional life of a teacher, salaries, rural living conditions as they affect the teacher, scholarships, school buildings and equipment, transportation, community schools and vocational institutions, home and school associations, and adult education.

As a result the Subcommittee makes the following sweeping recommendations:

(2) That in the interests of education the public should be enlightened with respect to the highly unsatisfactory conditions surrounding the teaching profession.

(3) That the Province should expand its programme of educational reform, in order to promote improvements in teachers' salaries, training, legal status, pension provisions, and rural living conditions, in order that the profession may attract and hold the high calibre of personnel which its vital importance warrants.

(4) That a minimum salary schedule be established, based on \$1,200 for the first year after certification, and recognizing the cost and professional value of successive years of training, also the value of increasing experience and the assumption of successive degrees of responsibility.

(5) That the possibility of recruiting teacher material from returned men and women be explored.

(6) That generous provision be made for provincial scholarships, including scholarships for soldiers' children, as part of the post-war plan for education.

(7) That fees for higher education be scaled down, if possible, and that tests of aptitude and ability, rather than financial means, be made the screen for deciding who shall enter and continue in the University.

(8) That the school leaving age be raised to 16 years, with provisions for part-time education to age 18 years.

(9) That the Province should expand its programme for assisting school building projects.

(10) That the Province should explore with the Dominion some method for helping the municipalities and districts with the financing of an adequate school building programme, through long-term loans at low interest rates. The Municipal Improvements Assistance Act, 1938, might be revived.

(11) That the Provincial Department of Education should arrange to have prepared standard plans of modern schools of various types and sizes and a statement of building principles to which all schools must conform; that only schools which conform to the plans and principles required by educational needs should be eligible for assistance; and that the Department expand its architectural advisory service.

(12) That every effort be made to secure buildings and equipment of Service training establishments in Alberta for temporary use for educational and vocational training purposes.

(13) That complete replacement of one-roomed schools by graded rural schools be taken as an objective, and that suitable roads be provided as fast as may be practicable.

(14) That dormitory accomodation be provided for pupils in attendance at rural high schools, who live off the school bus routes or too far away to live at home.

(15) That a programme for the establishment of community schools should be prepared by the Department of Education and begin with six schools well distributed over the Province, the whole programme to be carried out in practicable stages in the post-war years.

(16) That facilities of existing high schools be enlarged from time to time, with the objective of converting as many as possible into composite high schools and ultimately into community schools.

(17) That caution be used in adding to the number of vocational institutes (technical or agricultural), until it is seen how much of their purpose may be served by community schools in conjunction with an apprenticeship system.

(18) That the administrative board provided by the Agricultural Schools Act, 1913, be enlarged to include a representative of the Department of Education, and that these agricultural institutes be co-ordinated with the regular educational system of the Province.

(19) That Home and School Associations should take a more positive role in making their local schools centres of community interest and enterprise.

(20) That continued encouragement and support be given to a vigorous and broadly based programme of adult education.

### **3. Provincial Institutions.**

With reference to these institutions the Subcommittee recommends:

(21) That the University continue its development in the direction of serving more people on a broader basis.

(22) That the integration of all teacher-training in Alberta be completed.



(23) That the University establish a junior college at Calgary and later at Edmonton, in association with proposed new teacher-training colleges.

(24) That an adequate building programme on the campus of the University of Alberta in Edmonton be carried out as rapidly as possible.

(25) That the Edmonton Public School Board be urged to provide a new University High School building as soon as possible.

(26) That the University add to its staff and departments, as may be necessary and practicable, to meet changing conditions.

(27) That the University of Alberta co-operate with other universities in the prairie provinces, in providing all the higher educational services required in this region, such as physical education and forestry.

(28) That the work of the Provincial Institute of Technology and Art be maintained and expanded as required to meet the growing need for vocational instruction at the institute level.

(29) That the staff and facilities of the Institute be used also to support the teacher-training and junior-college work of the University of Alberta in Calgary.

(30) That a Public Library Commission be established by Order-in-Council with the duty of making a survey of the library needs of Alberta and of reporting to the Government concerning a policy to meet these needs and any legislation required.

(31) That Government House be earmarked now for use as a provincial museum and archives as soon as possible.

(32) That a provincial archivist be appointed before the university folklore and local history project terminates.

#### 4. Financial Requirements.

1. (a) Cost to the Province of students completing interrupted education at the prematriculation level.....	Nil
(b) At university level, on basis of 500 students per year .....	\$ 85,000
(c) Cost to the Province of vocational training and retraining .....	Nil
2. (a) Annual cost of increasing teachers' salaries and pensions .....	1,000,000
(b) Annual cost to the Province of scholarships, \$30,000 increasing to.....	75,000
Annual cost to the Province of scaling down University fees about one-fourth.....	50,000
(c) Urban school building programme, nearly.....	5,000,000
(d) Cost of roads (see Report of Subcommittee on Public Works.)	

(e) Extra capital cost of six community schools over ordinary provision estimated in 2 (c).....	250,000
Extra annual operating cost.....	30,000
(f) Extra annual costs of longer hours of operation, to use schools as community centres under Home and School Associations, per school.....	500
(g) Annual cost of Provincial aid to adult education....	25,000
3. (a) University building programme.....	2,750,000
Cost of integrating Normal Schools and Faculty of Education, and extending minimum course to two years:	
Initial capital cost, Edmonton.....	25,000
Initial capital cost, Calgary.....	50,000
Extra annual operating costs \$15,000, increasing by 1950-51 to.....	82,000
Annual cost of junior college, Calgary.....	50,000
(b) Institute of Technology and Art:	
Initial capital cost of new equipment.....	150,000
Annual cost of maintaining equipment.....	5,000
(c) Regional library service at 50c per capita.....	400,000
(d) Provincial Archives:	
Initial annual cost of staff.....	7,000

## 5. Financial Responsibilities.

Here the Subcommittee recommends:

(33) That the School Grants Act be revised to insure minimum standards of educational opportunity in all school districts.

(34) That the Province continue to press for Federal aid to education, with safeguards to ensure continued provincial autonomy in this field.

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## Geography For Current Events

### (Unit III, Section A, Social Studies 3, Unit II, Social Studies 2, Current Events, Social Studies 1.)

In view of the rapid development of international travel, the study of the map becomes a more important requirement in modern education than ever before. The aeroplane has emphasized the fact that the world is a globe. Planes flying from Canada to Russia will not go eastward, but northward, "over the top of the world". For these long distances, flat maps are no longer adequate, useful as they may be for the details of smaller regions. Planes fly along the "great circles", that is, the routes which would be indicated if a piece of string were stretched between any two points on a globe. For example, if you wished to find the "great circle route" between New York and Vladivostok, you would find, by stretching string

from one of these points to the other, that your route would pass across Hudson's Bay, the Arctic Ocean, and north-eastern Siberia, a very different route from what we might expect when looking at a flat map.

These new travel routes have a great significance for the future development of the world. Just as the discovery of America brought about great changes in the routes of ocean travel four centuries ago, and gave importance to western Europe, so the new air routes will direct attention to the regions bordering the Arctic Ocean. Airports, pipe-lines, and distributing centres will become increasingly numerous within the Arctic circle. The development of air fields in the Canadian north and the laying of the pipeline from Fort Norman to Whitehorse are merely the beginnings of great changes. It is not likely that aeroplanes will take the place of ships so far as heavy freight is concerned, at least not for a considerable time; but with the discovery of new and cheaper fuels, and the development of jet-propulsion planes travelling at incredible speed, we cannot overlook the possibility of a great cargo-carrying traffic by air.

There are more sinister possibilities lurking in this virtual "shrinking" of the world, such as the capability of conveying immense armies rapidly to invade another country, paralyzing enemy defence by one gigantic blow.

One fact is obvious. The time has passed when any country may regard itself as being geographically isolated from the rest of the world. And in view of the fact that every country is now our neighbour, the study of world geography is a necessity. Notice, as an example, how near Murmansk in European Russia is to Baffin Land in Canada. The frozen Arctic, which once placed an impassable barrier between the two countries, offers no obstacle to the flight of planes, and these polar wastes, in the very near future, are likely to mark the routes of the great airways between the continents.

You will be well advised, if you wish to study current developments intelligently, to get yourself a globe, no matter how cheap or how small. You will then readily understand why aeroplanes, and even ocean-going steamships, take routes which on a flat map appear to be curves. Seen on the globe, it is at once apparent that they are the most direct routes possible.

### **Regional Geography.**

We could deal with boundaries mainly as they are affected by the achievements or the quarrels of men, but there is underlying all this, a far more fundamental division of the map which has changed very slowly during the history of the human race. This is its division into natural regions, which in turn are dependent on various factors such as climate, contours, soil, minerals, proximity to water, direction of prevailing winds, and altitude. Those regions which resemble each other in a number of these factors are likely to produce the same commodities and afford the same general conditions of livelihood. For example, the "steppes" of Russia and the "prairies" of Canada are both natural grasslands ideal for the

growing of grain. The northern coasts of the Mediterranean have much in common with parts of California, and in both regions one of the principal industries is the growing of semi-tropical fruits. Similarly, the whole world might be divided into regions.

This "regional geography" is likely to become of particular importance as time goes on, in view of the increasing tendency to systematize production and export among the nations. As the individual country looks to certain factories to produce particular commodities, so the whole world may look to certain regions for its supply of certain types of goods. When, for instance, the wheat-importing countries of the world ask, "Where shall we buy wheat?" they at once think of Canada, the U.S.A., the Argentine, Australia, British India, and Russia. Similarly, other regions which produce tropical fruits may be grouped. Tin-producing, oil-exporting, and cattle-growing regions all fit into their respective groups.

In this particular course, we are concerned mainly with two areas as a background for current events—the European theatre, and the Western Pacific Area. Let us examine each in turn.

### **The Regional Study of Europe.**

In the welter of political repercussions in Europe, national boundaries are apt to focus the attention to such an extent that the natural divisions of Europe are overlooked. Yet history, particularly in our own day, has been tremendously influenced by contour and natural resources. A glance at a relief map of Europe shows two great mountain systems (1) the Scandinavian, which occupies the greater part of Norway and Sweden, then dips under the North Sea to reappear in Scotland, northern England, and Wales, and in southern Europe (2) the Alpine system centred in Switzerland, with its various ramifications into Spain, Italy, the Balkans, south western France, and South Germany, from which one long arm, the Carpathians, is thrown eastward to encircle the fertile plain of Hungary. Between these two mountain systems stretches the Great Lowland Plain of Europe, reaching from the low-lying Urals of Eastern Russia to the fens of England and the marshy "landes" of southwestern France, and stretching across southern Sweden and Denmark. In Holland part of this plain is below sea level, reclaimed from the sea by the enterprising Dutch by the building of huge dykes to hold back the sea water. It was over these great plains that the most rapid advances were made in the Second World War, by the use of mechanized equipment. Progress in mountainous regions, on the other hand, as in Italy, has been definitely retarded. In a similar way, the fjords of Norway, where rocky cliffs rise sheer from the water, offer an almost impassible barrier to invasion from the sea. Great rivers, such as the Rhine and the rivers of southern Russia are natural lines of defence, for, once bridges are destroyed, it is dangerous and costly for an army to attempt a crossing in the face of enemy fire. The development of the parachute led to the attempt to establish bridgeheads from the air, in order to enable ground troops to cross in comparative safety. Such undoubtedly was the purpose of the gallant but unsuccessful efforts of the paratroopers at



Arnhem, just north of the Rhine. Wet or marshy land, such as exists in Flanders and in the Pripet marshes of Russia, is almost impassible in rainy weather, and may easily hold up an army long enough to ruin a plan otherwise certain of success. In mountainous regions, the natural lines of advance are along river valleys or coastal plains. These routes are well illustrated by the Russian advance up the Danube, the French army's march up the Rhone valley, and the Allied Army's progress up the coasts of Italy.

Various regions of Europe have been in the news because of their economic interest. Here are a few which you should be able to find on the map: the Ruhr industrial district of Germany; the Saar coal region; the Ploesti oil fields; the Caspian oil fields; the rich wheat-growing districts of the Ukraine and Hungary. Practically every industrial area, coal mine, or oil field, was a target for long-range bombing. One can see why Russia is building most of her new factories in Asiatic Russia east of the Ural Mountains.

War has now on more than one occasion taught European countries the importance of being self-sustaining as far as possible. It was during Napoleonic days, for instance, that Britain's blockade of the French coast made it impossible for France to import the cane sugar it needed. As a result, the growing of the sugar beet became well established in France. During the First Great War, Germany, cut off from supplies of Chilean nitrates, developed a commercial method of extracting nitrogen from the air. England, dependent on other countries for most of her food supplies, found it necessary during the Second World War to cultivate most of her former waste land. Today her agriculture is the most highly mechanized in the world. She possesses one tractor for every 109 acres of cultivated land, most of the tractors being British made.

## **The Seas of Europe.**

The sea has always been an important factor in the moulding of history, sometimes serving as a barrier, sometimes as a highway, between the nations. Greece, with her indented coastline and her myriad islands produced a race of hardy mariners of whom Ulysses is a symbol. They spread their colonies and their culture along the shores of the Mediterranean and even to southern Russia. With the discovery of America, the western countries of Europe became important maritime powers. Holland, Britain, and France established great overseas empires. The Norwegians, proud descendants of a Viking ancestry, have developed a great carrying trade throughout the world. These nations were thus prepared, at the outset of the war, to supply hundreds of thousands of experienced seamen to undertake the various tasks essential to the carrying on of naval warfare and the transport of supplies. Britain's naval strength, in particular, and her separation from the mainland of Europe by the narrow Straits of Dover, were undoubtedly important factors in saving her from invasion immediately after the downfall of France. Against the powerful and highly-trained Wehrmacht the few British forces which remained in the island could have offered only stubborn resistance for a few weeks, but once again the silver sea had served the British Isles as "a moat defensive to a house."

The acquisition of good sea-ports and the control of sea routes have played an important part in European international policy. Russia's growth has been the story of her struggle to reach the open sea. Deprived of most of her Baltic coast by the Treaty of Brest-Litovsk, she has during the present conflict re-established herself there by the attachment of Estonia, Latvia and Lithuania to the U.S.S.R. There is still the age-old question of her desire to dominate the Dardanelles which has been so consistently opposed by Great Britain and France, and which may, incidentally, partly explain the attitude of the British government in the crisis which followed the liberation of Greece. Russian control of the Baltic States is not looked upon with favor by the western European powers. The importance of sea-routes is well illustrated by the fact that, during the early part of the war, when Italian submarines constituted a serious threat to British shipping in the Mediterranean, orders were given to British vessels bound for Egypt that they should sail around Africa instead of by the comparatively short Suez Route. What this meant in extra time consumed at a period when there was a critical shortage of shipping can hardly be imagined. The success of the North African and Italian campaigns thus contributed far more to Allied success than the mere acquisition of territory.

### The Western Pacific Area.

West of the International Date Line lies a region which has been very prominent in the headlines since December 7, 1941. That day began Japan's struggle to extend her empire over the whole coast of eastern Asia, the Philippines, the Dutch East Indies, and the groups of smaller islands in the South Pacific. The western world even yet hardly realizes the potential wealth of these regions. It took tire rationing in the U.S.A. and Canada to make us realize how much we were indebted to south-eastern Asia for one of the most needed commodities of our civilization—rubber. The following table contains certain facts of importance concerning the chief countries in this area.

Country	Area Sq. Mi.	Population	Chief Commodities
Japan proper .....	148,756	73,000,000	silk, tin
Korea .....	85,228	23,000,000	
China (exc. Manch.) .....	2,903,475	423,000,000	coal, iron, manganese, tin
Manchukuo .....	503,013	37,000,000	oil
Fr. Indo-China ....	260,034	23,000,000	zinc
Thailand .....	221,898	16,000,000	
Malay States .....	49,806	4,000,000	tin, rubber
Burma .....	233,492	14,667,146	
Sumatra .....	164,143	7,700,000	rubber, oil
Borneo .....	237,000	2,400,000	rubber, oil
Java .....	51,032	42,000,000	oil
Celebes .....	72,886	4,250,000 *	
New Guinea .....	.....	.....	
Philippines .....	114,400	16,356,000	

Country	Area Sq. Mi.	Population	Chief Commodities
Australia .....	2,974,581	7,000,000	coal, iron, metals, wheat
New Zealand .....	103,934	1,640,000	wool
Other S.S. Islands .....			coconut products

Comparative statistics for:

Alberta .....	255,285	800,000
Canada .....	3,694,863	11,422,000

A glance at this table gives us some startling facts about the size, population, and resources, of these countries. Not one of them is as large as Canada, yet their populations are immense. Java, for example, with an area only one-fifth that of Alberta, has a population fifty times the size of ours. The entire western Pacific region as a whole is rich in natural resources essential to modern civilization—coal, oil, iron, tin, lead, manganese, tungsten, copper, gold, rubber, timber, silk, cotton, wool and foodstuffs in great variety. It is easy to see why Japan, rapidly becoming industrialized, yet with a lack of certain essential materials, should cast covetous eyes on these rich lands, many of which would serve as markets for finished products as well as sources of supply of raw materials.

We will now look at some of these lands in more detail in order to examine more closely why they are of economic, political, or strategic importance.

### **The Eastern Coast of Russia.**

The Pacific Provinces of the U.S.S.R., like the northern regions of Canada, consist mainly of a vast expanse of coniferous forest and tundra, generally unsuitable for settlement. Considerable mineral development has taken place in these regions, however, and they will naturally be important in aerial navigation. Vladivostok, Russia's only port of any size on the Pacific, lies at the southern extremity of these eastern maritime provinces. In this eastern region Russia maintained a peace-time army of over two-million men, a fact which probably caused Japan to be somewhat cautious in dealing with her gigantic neighbour until the Soviet declaration of war last August.

### **China and Korea.**

The Chinese Republic is the home of about 450,000,000 people, and is thus one of the greatest potential markets for the industrial world. It is also a valuable source of raw materials, containing an abundance of good coal, as well as considerable iron and other metals. Silk and tea are important exports. Much of the area is extremely mountainous and the chief areas of settlement are the densely-populated river plains of the Yellow River, the Yangtze, and the SiKiang. Manchukuo, which is rich in agricultural and mineral resources, was for a long time a source of contention between Russia and Japan, but was eventually occupied by the latter in 1931. In 1935 the Russian railroad which ran through to Vladivostok was purchased by the Japanese, with the result that Russia's trans-

Siberian railroad now has to take a great bend around the outside of Manchukuo before it reaches its eastern terminus. Considering the way in which the Russian armies lunged through Manchukuo last August, it is quite obvious that the Soviet Union will now have a direct railway route to Vladivostok. Korea, or Chosen, the peninsula jutting into the Pacific south of Vladivostok, was seized by Japan in 1895, but even today the Koreans resent the tyranny of a foreign power, and are looking forward to independence on the basis of the principles laid down in the Atlantic Charter, which among other things, expressed the wish that "sovereign rights and self-government should be restored to those who have been forcibly deprived of them." But whether this principle will be made a reality in the case of such disputed and valuable areas as Korea and Manchukuo remains to be seen.

### **South-Eastern Asia.**

Burma, Siam, Malaya, and French Indo-China together constitute a region of immense economic importance. The abundant tropical rains have made this an ideal area for the growing of rubber. This region, too, supplies the world with most of its tin. The surface is extremely mountainous, and covered either with heavy forests of valuable wood, or with tropical jungles. Military operations in such an area are thus rendered extremely difficult. For a considerable time at the beginning of the present war, the chief route by which supplies could be sent to China was up the Irawaddy river from Rangoon to Mandalay, whence they were transhipped north over the winding, mountainous Burma Road.

At the southern tip of the Malay-peninsula lies Singapore, the heavily fortified naval base which Japan took from Great Britain, and which commands the Malay Straits. It is a great port with 700,000 inhabitants, most of whom are Chinese.

Needless to say, the loss of the tin and rubber supplies of south-eastern Asia was one of the severest blows suffered by the United Nations. Among its more permanent results will probably be an increased cultivation of rubber in the Congo, the Amazon basin and Mexico, an attempt to produce rubber from other plants, and a development of various processes of manufacturing synthetic rubber. It is interesting to note, in passing, that the loss of the natural silk formerly exported in quantity from China, Japan, and France, was not felt so keenly by the Allies, owing to the advanced production of artificial silk even before the war. Both natural and artificial silk have been in great demand in the manufacture of parachutes.

### **The East Indies.**

Lying well within the tropics is a group of large islands formerly known as the Netherlands East Indies—mountainous forest regions rich in many commodities valuable to civilization. The chief islands are Sumatra, Java, Borneo, Celebes, and New Guinea. Altogether they cover an area more than fifty times that of Holland itself, and although certain areas are savage and only partly explored, others



are thickly populated, the small island of Java for example, with its population of over forty million, being as densely settled as any part of the world. In these islands, rubber and tin, though still abundant, take second place in importance to the coconut palm. Other important products are quinine, sugar, spices and rice.

Strategically, it is easy to see that these islands are stepping stones from the mainland of Asia to Australia, and the occupation of Timor and New Guinea by the Japanese caused considerable concern to the Australian government.

### **The Philippines.**

North of the East Indies lies the group of islands ceded by Spain to the U.S.A. in 1898, the Philippines. They are mountainous and well-forested, and important for their large production of hemp and valuable deposits of iron. The United States had made arrangements to grant the Philippines complete independence in 1946, but the Japanese conquest naturally changed the whole outlook. At the present it is difficult to know what form the future governments of the islands will take.

### **The Japanese Empire.**

The Japanese Islands extend from Sakhalin, in the north—of which island Russia owns the northern portion—to Formosa, off the coast of China. It is not a hundred years since Commodore Perry, of the U.S. Navy, in 1853, compelled Japan to open trade with the rest of the world. The naval and military power of the western nations so excited the admiration of the Japanese that they set to work to imitate occidental ways. How tragically they have succeeded we can tell by reading the newspapers. Economically, the Japanese Islands are not wealthy, the chief industries being agriculture and fishing. Japan has nevertheless been a large exporter of silk and other textiles, and has become industrialized to such extent that her china, toys and other small articles have offered effective competition to the products of the western world. The acquisition of a large section of China and the East Indies temporarily gave her valuable sources of raw materials for her manufacturing industries.

Japan's need for expansion, for raw materials, and markets, was crystallized in her purpose to create in Asia a new order, in which she would have been the dominant power. As a Pacific map of 1942 shows, she took tremendous strides towards the achievement of this aim. Just what portion of her territorial expansion since 1895 she will permanently retain, if any, will be decided in the future by the powers concerned. If the Japanese boundary of 1895 is decided upon, Japan would automatically lose all her ill-gotten gains.

### **The Islands of the Pacific.**

Until recent years the many thousands of Pacific islands were thought of mainly in connection with their unparalleled beauty—the ocean surf breaking on coral reefs fringed with lines of palms—such

as Robert Louis Stevenson loved to describe. In this air age, however, the possession of these islands has become a matter of strategic importance. For example, since the United States captured the Marianas, to the south of Japan, they have been able to make a number of devastating raids over Tokyo. The United States will almost certainly want to retain the most strategic Pacific air bases. The final allocation of these thousands of Pacific islands among the powers will be watched with interest by all students of international affairs.





## REFERENCES

The Department of Education recommends to all Social Studies teachers the following:

"A Guide to Reading on Canada for High School Teachers and Students of Social Studies" published by the Canadian Council of Education for Citizenship (available through the School Book Branch, fifty cents per copy).

All reference material listed in this publication is conveniently divided into the following main headings and sub-headings:

- (1) **Supplementary Sources of Reference and Reading Matter** (Bibliographies and Annotated Guides, Sources of Pamphlets, Periodicals and Serial Publications, Audio-Visual Aids);
- (2) **Books and Publications of a General Nature** (Canada in General, The Far North, The Provinces);
- (3) **History** (General History of Canada, Provincial and Local Histories, Autobiographies and Biographies, General Economic History);
- (4) **Population** (The People, Exploration and Settlement, Housing);
- (5) **Geography** (Canada, The Provinces and Regions, Travel);
- (6) **Primary Industries** (Agriculture, Mining, Forestry, Power Generation, Fisheries, Fur Trade);
- (7) **Manufacturing and Construction;**
- (8) **Business and Commerce** (Internal and External Trade, Trade and Prices, Business and Co-operatives);
- (9) **Transportation and Communications;**
- (10) **Finance** (Public Finance, Banking and Currency);
- (11) **External Relations** (British Empire and Commonwealth, Foreign Relations, National Defence);
- (12) **Labour Relations;**
- (13) **The Social Order** (Education, Public Health and Recreation, The Church, Social Welfare and Policy, Law Enforcement and Penal Institutions);
- (14) **Constitution and Government** (Constitutional History and Problems, Internal Politics);
- (15) **General and Current Problems;**
- (16) **Standard Fiction.**

It may also be noted that an index of authors and a list of publishers and publishers' representatives are included.